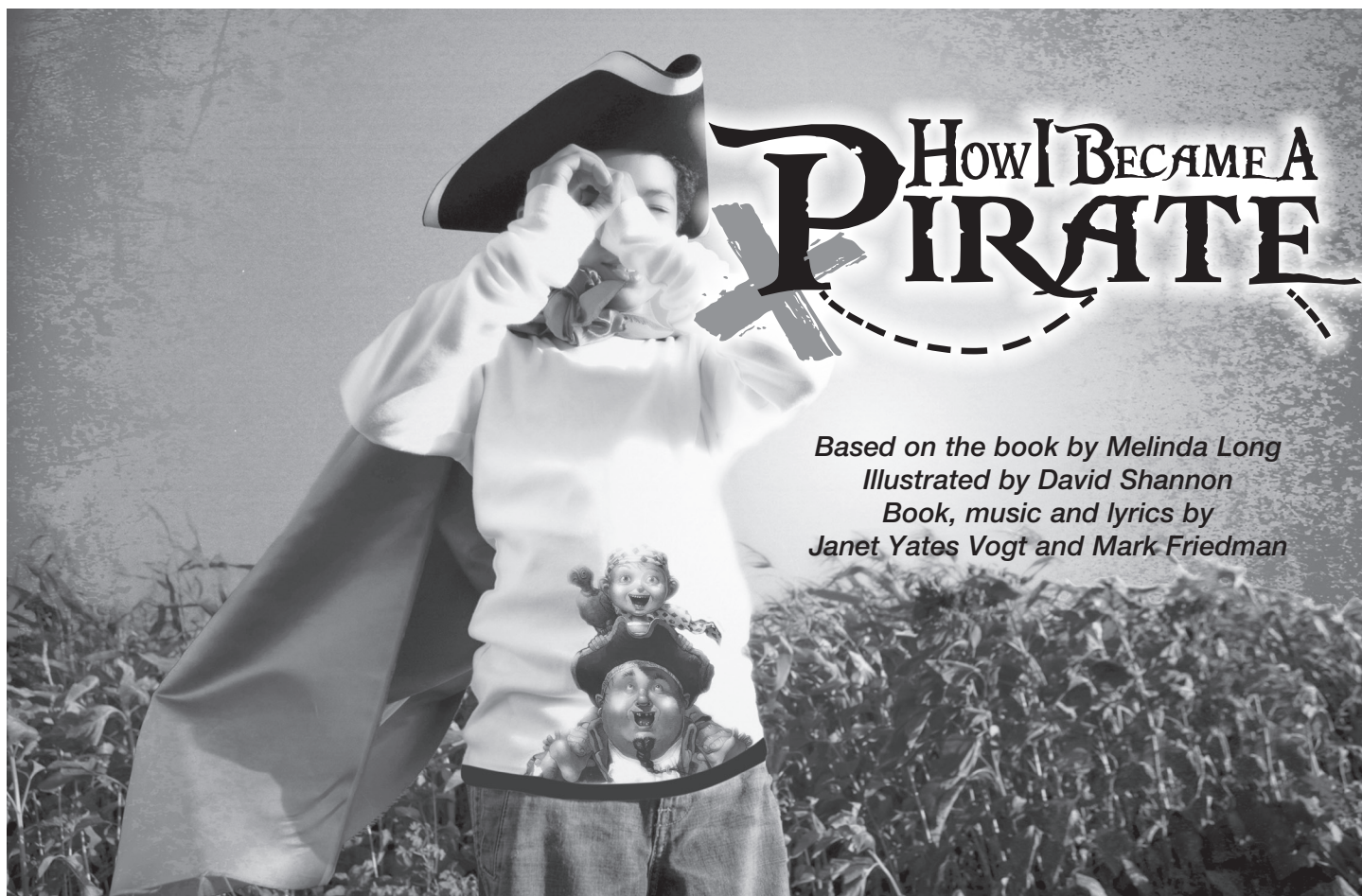


ENRICHMENT GUIDE



SCHOOL DATES:

APRIL 17 - MAY 15, 2009

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INSIDE THE GUIDE

Setting the Stage

preparing for the play

Synopsis	3
About the Author	4
About the Illustrator	4
Pre-show Questions	5
Suggested Reading	5

For Teachers

Curriculum connections
before or after the play

HISTORY

Pirate Ship Exploration	6-8
-----------------------------------	-----

LANGUAGE ARTS

Perfect Pirate Spelling	9
Speak Like a Pirate	10

HUMANITIES

Proper Manners or Pirate Manners	11
--	----

SOCIAL STUDIES

Mapping Treasure	12
----------------------------	----

GEOGRAPHY/MATH

Captain Says	13
------------------------	----

SCIENCE

Where Do I Go?	14
--------------------------	----

HEALTH

Green Teeth	15
Soccer by the Rules	16
Stranger Danger	17-18

MUSIC

A Children's Pirate Shanty	19
--------------------------------------	----

ART

Pirate Attire	20-21
-------------------------	-------

Curtain Call

Who Said It!	22
Post-Show Questions	22

Answers

Perfect Pirate Spelling	23
Speak Like a Pirate	24
Who Said It!	25



A NOTE TO TEACHERS AND PARENTS

Dear Teachers and Parents,

Join Jeremy Jacob on a high-sea adventure as Braid Beard and his Pirate crew try to find the perfect burying place for their secret treasure! Jeremy lets his imagination sweep him away from his home on North Beach and onto a real-life Pirate ship. He finds out what it's like to be a pirate, and also reminisces about what's so great about being a little boy. Adapted from the award-winning book written by Melinda Long and illustrated by David Shannon, *HOW I BECAME A PIRATE* is a musical journey sure to tickle the funny bone of even the meanest of pirates.

Enclosed in this enrichment guide is a range of materials and activities intended to help you discover connections within the play through the curricula. It is our hope that you will use the experience of attending the theater and seeing *HOW I BECAME A PIRATE* with your students as a teaching tool. As educators and parents, you know best the needs and abilities of your students. Use this guide to best serve your children—pick and choose, or adapt, any of these suggestions for discussions or activities. We encourage you to take advantage of the enclosed student worksheets—please feel free to photocopy the sheets for your students, or the entire guide for the benefit of other teachers.

Best regards,

Julia Magnasco
Education Director
(414) 267-2971
jmagnasco@firststage.org

FIRST STAGE POLICIES

- The use of recording equipment and cameras is not permitted in the theater.
- Food, drink, candy and gum are not permitted in the theater.
- Any portable radios brought to the theater by students will be kept by the House Manager during the performance and returned to the group leader at the conclusion of the play.
- There is no smoking in the theater, by order of the Fire Marshal.
- Should a student become ill, suffer an injury or have another problem, please escort him or her to the theater lobby and ask an usher to notify the House Manager immediately.
- In the unlikely event of a general emergency, the theater lights will go on and someone will come on stage to inform the audience of the problem. Remain in your seats, visually locate the nearest exit and wait for First Stage ushers to guide your group from the theater.

Seating for people with disabilities: If you have special seating needs for any student(s) and did not indicate your need when you ordered your tickets, please call our School Group Coordinator at (414) 267-2962. Our knowledge of your needs will enable us to serve you better upon your group's arrival at the theater.

SETTING THE STAGE: SYNOPSIS



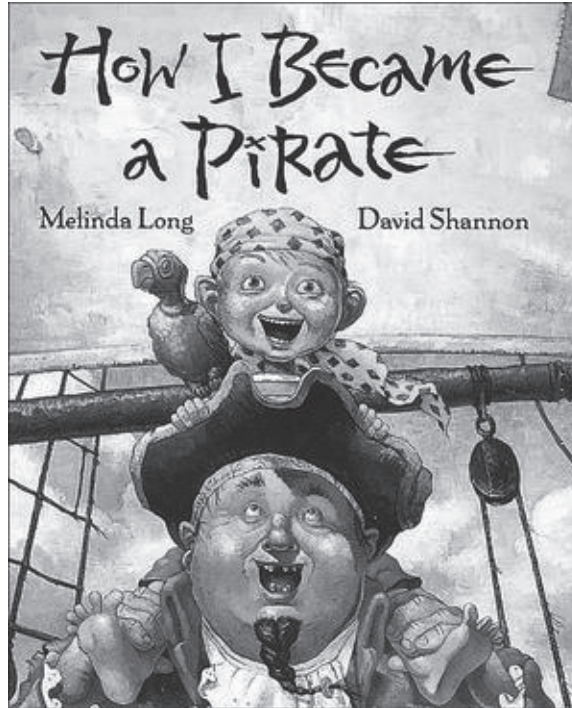
It is a beautiful day at North Beach, and young Jeremy Jacob is digging in the sand, fortifying his incredibly detailed sand castle. Just as Jeremy's sand castle is being attacked by plastic Pirate figurines, he sees a real Pirate ship quickly moving into shore. Jeremy tries getting the attention of his parents, to tell them about the exciting visitors making their way to the beach. However, Mom and Dad are too busy tending to Jeremy's fussy baby sister to listen to Jeremy's news. But Jeremy doesn't seem to mind because real-life Pirates are coming his way, and they are looking for a digger to bury their treasure...and Jeremy is an expert digger!

Pirate Captain Braid Beard introduces Jeremy to his crew: first mate Seymour, Max and his stuffed parrot Petey (but Max thinks he's real...and no one has the heart to tell him the truth!), Pierre—an expert in French cooking, Milhous, Swill, and Sharktooth—the most feared pirate in all the seven seas...next to Braid Beard (of course!). After introductions, Braid Beard tells Jeremy that they've been in need of a skilled digger, and invite Jeremy to join the crew. If Jeremy can swab the deck, dig deeper than he ever thought he could, and—most importantly—keep a secret, then he definitely has the courage to be a Pirate. Jeremy accepts the invitation, as long as he can be assured he'll be home in time for soccer practice.

With their compass, oars, rope and Diet Pepsi, the Pirates and Jeremy head for the ship and set sail from North Beach. Now on ship, Jeremy Jacob has lots to learn: the parts of the ship, the chores all Pirates are expected to do while on board the ship, Pirate manners (straight from the Pirate Code), and how to properly talk like a Pirate! Pirates never say "please" or "thank you," they always talk with their mouths full, and instead of saying "my Mommy's in a bad mood," pirates say "thar' she blows!"

Jeremy's life on shore in North Beach is much different than the Pirates' life. Jeremy goes to school and has to do lots of homework, he plays video games and builds Lego spaceships with his friends, and sometimes even has to change his baby sister's dirty diapers (a chore Pirates NEVER have to do). But the thing Jeremy loves to do most is play soccer. The Pirates have never heard of this game and can't understand how playing any game by the rules can be fun. Jeremy teaches the Pirate crew all the positions and rules of soccer, and the Pirates enjoy a clean game of soccer...until the ball flies over the deck of the ship—game over!

After a long and busy day on deck, it is way past Jeremy's bedtime and he asks the Pirates if there is a place where he can go to sleep.



The Pirates are very confused by Jeremy's request. Pirates don't have bedtimes. They are never told to change into their pajamas or take a bath, they don't get tucked into bed, they never read stories before bed or get a goodnight kiss, and they absolutely never ever brush or floss their teeth (that's how they keep their teeth so green and slimy)! As Jeremy curls up with a blanket in a corner of the ship, he musters up the courage to ask Sharktooth to tell him the story of how he lost his eye. Jeremy is expecting to hear a daring and dangerous story, but instead, Sharktooth tells Jeremy that he still has his eye—he just has pinkeye, and has to wear the eye patch for another week. Jeremy seems disappointed by this boring story, and so Sharktooth sings Jeremy a lullaby about how he's really just a sensitive guy.

Just as Jeremy is falling asleep a storm rapidly develops, and the Pirate crew must quickly secure the ship. All the Pirates race around the ship batting down the hatches, lowering the sails, patching up the portholes, setting the surge controls, flipping the flippers, turning off the computers, and releasing the goldfish. But the crew's most important job is to not lose the treasure! The storm is so fierce that the Pirates must turn around and head back towards North Beach and figure out a place to bury the treasure. The Pirates are unfamiliar with North Beach, and so they don't know a secure place far away from enemies in this area to bury their secret treasure. But Jeremy Jacob is a native of North Beach, and he knows the perfect place for a buried treasure...and he even draws a map of the place for Braid Beard and the other Pirates.

Finally Braid Beard notices Jeremy's map and decides it's a good map and a great spot for the treasure to be buried. The Pirates follow Jeremy's map...and it leads them right into Jeremy Jacob's back yard. Jeremy and the Pirates bury the treasure and Jeremy swears to guard it with his life. But then it is time for the Pirates to head back to their ship, and for Jeremy to get to soccer practice. Jeremy worries he will never see his new Pirate friends again, but Braid Beard assures him that they will be back—for the treasure! And if Jeremy wants to see the Pirates before then, he can either hoist up the Jolly Roger, or visit them at www.pirates.arrrrgh.

ABOUT THE AUTHOR: MELINDA LONG

Taken directly from: http://www.harcourtbooks.com/authorinterviews/bookinterview_long.asp



M

elinda Long is a teacher and the author of the award-winning bestseller *How I Became a Pirate*. She lives in Greenville, South Carolina.

Q: At the end of the story, Jeremy is wearing a bandanna and a Pirates soccer shirt. This suggests that even though he has decided against being a pirate, he hangs on to a part of his dream. Do you feel that elements of our childhood fantasies carry over into our “real” lives.

A: I think that, in part, everything we do as children, fantasy or not, prepares us for our roles in the “real” world. As a kid I played house, teacher, pirate, hero, damsel in distress, and a lot more. Even though I was only playing, I carried many of those concepts and personality traits over into everyday life. When I read *The Lion, Witch and the Wardrobe* by C. S. Lewis and *A Wrinkle in Time* by Madeleine L'Engle, I was so impressed that the young girls in those stories could be average schoolchildren and heroines at the same time. I wanted to be courageous and diligent, just like them, and I think those characters helped me to become what I am.

Q: What is it about pirates that makes them the “stuff of legend” and inspires so many people to want to take a turn as one?

A: Pirates, at least the stereotypical ones, were extremely cool. They did what they wanted all day long, not giving a thought to dental hygiene, cholesterol, or political correctness. They also swung around on ropes in great costumes, buried treasures, and spoke some of the coolest slang ever. Who wouldn't want to give that lifestyle a try? From the reading I've done recently, I've found that the pirate lifestyle was a lot tougher than you might think, but I can't let the facts get in the way of enjoying my fantasy pirates.

Q: Does this book cater only to an audience of young boys, or can young girls relate to it as well?

A: I hope that girls will enjoy it, too. I loved playing pirate as a little girl, including burying treasures like pretty rocks, buttons, and my mother's earrings. After all, Anne Bonney, Mary Reede, and Grace O'Malley were notorious for their pirating skills.

Q: How important do you, as a parent and teacher, feel imaginary adventures are to a child's development?

A: Imaginary adventures help us to grow in so many ways. They stretch our brains, broaden our personalities, and give us the framework we need to be problem-solving adults. My brother, Mark, and I used to love to watch reruns of *Batman* on TV. Then we'd go outside wearing towels for capes, and play. Mark was always Batman and I was usually Batgirl. Just like the TV characters, we found creative ways to solve the dilemmas we pretended to face. I am still a pretty good problem solver.

ABOUT THE ILLUSTRATOR: DAVID SHANNON

Taken directly from: http://www.harcourtbooks.com/authorinterviews/bookinterview_long.asp



D

avid Shannon is the illustrator of many successful picture books, including *How I Became a Pirate*. His numerous awards include a Caldecott Honor for *No, David!* He lives in Burbank, California.

Q: You seem to use elements of caricature without making any character appear entirely unrealistic. How do you accomplish this?

A: I'm not really sure. It's just how I pictured the characters in my head. The drawing aspect of the pictures is pretty silly and distorted, but the rendering or painting of the drawings is more realistic. I wanted the pirates to be funny, but I also wanted them to be cool-looking and “piratey.”

Q: Your artwork is very colorful. Do you consciously plan the spatial arrangement and the use of color in your illustrations, or do design and color flow naturally and unconsciously onto the canvas?

A: Composition and color usually entail a large amount of conscious planning. I try to make every element of a picture reinforce the story as a single painting, and as a part of the whole book, so a lot of thought goes into the perspective, viewpoint, color, and tone of each piece. Sometimes I get lucky and the picture seems to just pop right out, but other times I really have to hack away at it until it works.

Q: In an interview, you once said, “The words tell one part of the story and the pictures tell another part.” How does that perspective apply to this book?

A: First of all, I had a terrific story to work with in Melinda's words. There are all kinds of childhood fantasies and realities contained in her story. I tried to emphasize and expand on those kinds of things—wouldn't it be fun to have a pillow fight with big ol' pirates, but can you imagine how smelly and uncomfortable it would be to sleep over at their house? And of course, I wanted to bring Jeremy and the pirates to life visually and give each of them lots of individual personality—my daughter and I even named them.

PRE-SHOW QUESTIONS

1. Jeremy loves playing soccer, and he plays the game very well and always by the rules. What games do you like playing with your friends, and what are the rules of those games?
2. Jeremy likes to get tucked into bed and read stories with his parents every night before falling asleep. What do you like to do every night to get ready for bed?
3. Jeremy loves digging in the sand at the beach. Have you ever been to the beach before, and if so, what do you like to do at the beach? If not, what would be the first thing you'd do if you were to go to the beach?
4. Pierre is a Pirate who is also an expert in French cooking, and he makes lots of special dishes for the Captain and crew. What is your favorite food? Can you list some of the ingredients in that dish?
5. Jeremy likes pretending he's a Pirate, and going on make-believe Pirate adventures! Who do you like to pretend to be, and what make-believe adventures do you go on?

SUGGESTED READING



Pirates Don't Change Diapers by Melinda Long, David Shannon

Roger, the Jolly Pirate by Brett Helquist

The Pirates of Pensacola by Keith Thompson

Black Beard America's Most Notorious Pirate by Angus Konstam

Will Eisner's Hawks of the Seas by Will Eisner

The Pirate Primer by George Choundas

Pirate Mom by Deborah Underwood



PIRATE SHIP EXPLORATION

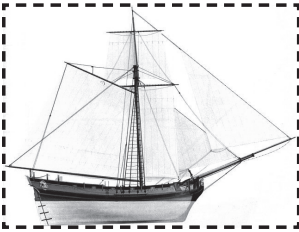
History Classroom Information & Art Activities

Taken from: <http://www.geocities.com/captcutlass/Ship.html>



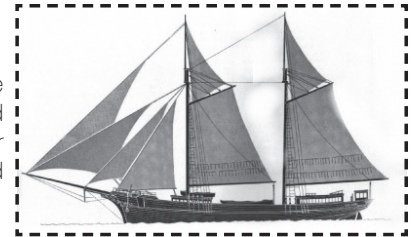
irates of old used many types of ships, anywhere from a small sloop to a large warship. But generally they gave preference to those with the greatest speed, as it would do no good to spot a potential target only to have it out-sail you. Also pirates wanted a quick escape if needed. The pirates kept their ships in good order, careening them regularly to keep the hulls smooth and clear of seaweed and other marine life. This work was essential in order to maintain their speed advantage. Two of the pirates' favorite types of ships were the sloop and the schooner. The speed and shallow draft of these ships enabled the pirates to hide in relative safety in shallower coastal waters where larger warships could not enter.

THE SHIP



The Sloop: This relatively small vessel could carry around 75 pirates and 14 cannons. The sloop was often the ship of choice for hunting in the shallower channels and sounds. It was used mainly in the Caribbean and Atlantic. Today's sailing yacht is essentially a sloop.

The Schooner: This ship came into widespread use around the last half of the 18th century. The schooner was very fast and large enough to carry a plentiful crew—it could reach 11 knots in a good wind. The schooner had a shallow draft, which allowed her to remain in shallow coves waiting for her prey. The schooner was a favorite among both pirates and smugglers of the North American coast and the Caribbean.



THE CREW

Captain: Most pirate Captains were democratically elected by the ships crew and could be replaced at any time by a majority vote of the crewmen. For example, some captains were voted out and removed for not being as aggressive in the pursuit of prizes as the crew would have liked; and others were abandoned by their crews for being a little too bloodthirsty and brutal. The Captain was expected to be bold and decisive in battle and also have skill in navigation and seamanship. Above all, the Captain had to have the force of personality necessary to hold together such an unruly bunch of seamen.

Quartermaster: During the Golden Age of Piracy, most pirates delegated an amount of authority to the Quartermaster, who became almost the Captain's equal. The Quartermaster was elected by the crew to represent their interests, and he received an extra share of the booty when it was divided. Above all, he protected the Seaman against each other by maintaining order, settling quarrels, and distributing food and other essentials.

Sailing Master: This was the officer who was in charge of navigation and the sailing of the ship. He directed the course and looked after the maps and instruments necessary for navigation. Since the charts of the era were often inaccurate or nonexistent, his job was a difficult one. He was perhaps the most valued person aboard a ship other than the captain because so much depended upon his skill.

Boatswain: The Boatswain supervised the maintenance of the vessel and its supply stores. He was responsible for inspecting the ship and

its sails, and reporting their state to the Captain. The Boatswain was also in charge of all deck activities, including weighing and dropping anchor, and the handling of the sails.

Carpenter: The Carpenter was responsible for the maintenance and repair of the wooden hull, masts and yards. He worked under the direction of the Sailing Master and Boatswain.

Mate: On a large ship there was usually more than one Mate aboard. The Mate served as apprentice to the Sailing Master, Boatswain, and Carpenter. He took care of the fitting out of the vessel, and examined whether it was sufficiently provided with ropes, pulleys, sails, and all the other rigging that was necessary for the voyage. The Mate took care of hoisting the anchor, and during a voyage he checked the tackle once a day.

Sailor: The common sailor was the backbone of the ship. He needed to know the rigging and the sails, as well as how to steer the ship. He also needed to know how to read the skies, weather, winds, and most importantly the moods of his commanders.

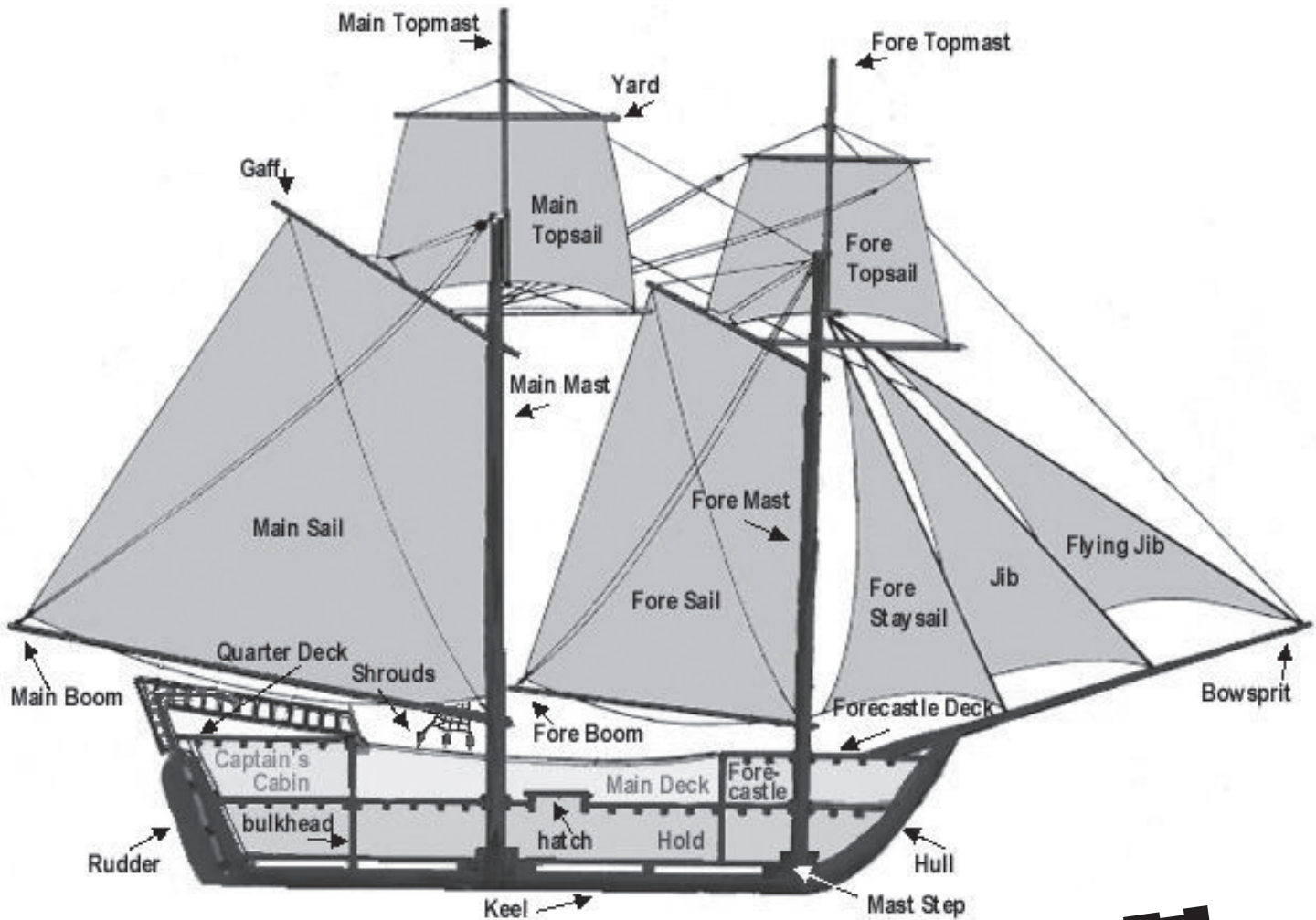
Other jobs on the ships were surgeon (for large vessels), cooks and cabin boys. There were many jobs divided up amongst the officers, sometimes one man would perform two functions. Mates who served apprenticeships were expected to fill in or take over positions when sickness or death created an opportunity.



PIRATE SHIP EXPLORATION

History Classroom Information & Art Activities

Taken from: <http://www.piratesinfo.com/fact/ship/parts.html>



PARTS OF A SHIP

- Aft:** Short for "after." Toward the rear of the ship.
- Fore:** Short for "forward." Toward the front of the ship.
- Bow:** The front of the ship.
- Stern:** The back of the ship.
- Starboard:** The right hand side of a ship.
- Port:** The left hand side of a ship.
- Hull:** The body of the ship, this is the most visible part of a ship. The hull makes the ship buoyant while providing shelter to those on board, and is divided by bulkheads and decks, depending on the size of the ship.
- Poop deck:** The space on the ship where pirates would fire cannons, trim sails, and walk the plank.
- Quarters:** Rooms below the deck of the ship where pirates would sleep.
- Mast:** A pole that holds the sail upright.
- Boom:** A pole that holds the sail horizontally.
- Crow's nest:** A small platform, sometimes enclosed, near the top of a mast, where a lookout could have a better view when watching for sails or for land.
- Jolly Roger:** The pirates' skull-and-crossbones flag. It was an invitation to surrender, with the implication that those who surrendered would be treated well.

PIRATE SHIP EXPLORATION

History Classroom Information & Art Activities

Taken from: http://atozkidsestore.com/dazesample_3.pdf

Activities

PIRATE BOATS

Materials:

a clear balloon
water
funnel (you can create a funnel by making a cone out of paper)
plastic container
a small toy ship

Directions:

Place the small toy ship through the opening of the balloon. Use the funnel to add 1-2 cups of water (depending on the balloon's size) into the balloon. Add air to the water balloon by blowing up the balloon and then knotting it closed. Set the balloon on a plastic holder (margarine or yogurt containers work well, depending on the size of the balloon). Paint your holder, or cover it with construction paper, for decoration. You can now view your Pirate ship sailing across the sea!

WALNUT BOATS

Materials:

1/2 a walnut shell
clay
toothpicks
construction paper
glue or tape

Directions:

Insert clay into the bottom of 1/2 of a walnut shell. Make the ship's sail by cutting out a small triangle from a sheet of construction paper (you may decorate the paper triangle) and fastening one side of the triangle to the toothpick with glue or tape. Next, push the toothpick into the clay-filled walnut shell. You now have a floatable boat—make several for Pirate ship races!






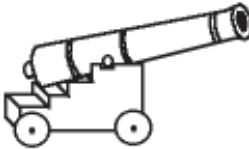


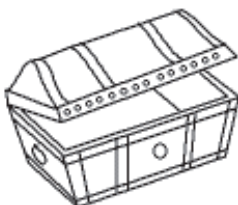



PERFECT PIRATE SPELLING

Language Arts Student Worksheet

Taken directly from: Enchanted Learning <http://members.EnchantedLearning.com/alphabet/mcwords/pirate/>

Directions: Circle the correct spelling of each word.

	ship shep chip		mape mapp map
	pirate pirette pirete		flagg flag flagge
	parrot parret paret		canon cannon kannan
	island iland eyland		sord soard sword
	chest chist chast		coins coyns koins

©EnchantedLearning.com

ARRRGH! SPEAK LIKE A PIRATE

Language Arts Student Worksheet

Taken Directly from: <http://www.talklikeapirate.com/curriculum.pdf>, <http://www.jollyrogercayman.com/web%20pages/kids%20corner.htm>

PIRATE DICTIONARY	
Aarrrr!: Pirate exclamation. Done with a growl and used to emphasize the pirate's current feelings.	Foul: Turned bad or done badly, as in "Foul Weather" or "Foul Dealings"
Ahoy: Hello	Grog: A drink that pirates enjoyed
Avast: Stop and pay attention	Grub: Food
Barnacle: A small shellfish that attaches itself to underside of the ship	"Land ho!": "I see land"
Beauty: A lovely woman	Landlubber: Land lover. Someone who doesn't want to go to sea or has never gone to sea.
Booty: Treasure	Matey: Friend or comrade
Cargo: The goods carried by a ship	Plunder: Treasure taken from others
Cutlass: Popular sword among pirates	Port: A sailor's word for "left"
Davy Jones' Locker: The bottom of the sea. The final resting place for many pirates and their ships. As far as anyone knows, there was no real person named Davy Jones. It's just the spirit of the ocean, firmly a part of pirate mythology since at least the middle of the 18th century.	Rigging: Ropes that hold the sails in place
Disembark: To leave the ship	Sea legs: As soon as sailors were able to walk easily across the rolling deck and not get seasick, they had their "sea legs"
"Down the hatch": To eat something...quickly and without proper table manners	Schooner: A ship with triangular sails and two or more masts
Embark: To enter the ship in order to go on a journey	"Shiver me timbers!": An expression of surprise
	Sloop: A sailboat with a single mast and two sails.
	Starboard: A sailor's word for "right"
	"Swab the deck!": Mop the ship's deck
	Weigh anchor: Prepare to leave
	"Yo ho ho!": An expression used by jolly pirates

Now that you've mastered the official Pirate Dictionary, translate the following English sentences into Pirate Speak. (You can work individually, with a partner, or with your whole class!)

1. Hello, friend.
2. Oh wow! Look at that treasure!
3. My food is going to be eaten quickly.
4. Are your friends land lovers?
5. You must pay attention, or you could end up on the bottom of the ocean.
6. Awwwww! I don't like mopping the ship's deck!



PROPER MANNERS OR PIRATE MANNERS?

Humanities/Social Studies Classroom Activity

Adapted from: http://www.sites4teachers.com/links/redirect.php?url=http://www.uen.org/lessonplan/upload/425-6-9755-How__to_Mind_Your_Manners.pdf



Manners are customs and traditions of a society that govern how people treat one another and behave in social situations. They are meant to smooth the rough edges of human nature. Manners maintain order, promote the values of a society, and foster positive human interactions.

Activity:

1. Ask students to define the word manners—what are manners, when do we use good manners, why is it important to use good manners?
2. After reading the story or seeing the production of *HOW I BECAME A PIRATE*, ask students to recall some of the bad manners the pirates displayed when they were sitting down at the table for a meal.
 - a. Pirate table manners: eating with their mouths open, grabbing food from across the table, not wiping their mouths on napkins, putting too much food in their mouths, not using silverware, not saying “please” or “thank you” or “may I” or “excuse me.”
 - b. Write these bad manners on the board.
3. Once students identify these bad manners, tell them they are going to pretend to be these rude Pirates, sitting down for a meal. At their desks, or all seated together at long tables, have students pantomime Pirate table manners.
 - a. Guide them through this pantomime by asking students: Show me how Pirates eat with their mouths open. Do they talk with their mouths full of food? Do Pirates use napkins or utensils? If I have a bowl of food that you want, do Pirates as politely? What do they do?
 - b. You may continue this interaction by addressing each child individually with a different question, or together as a collective whole.
4. After exploring Pirate Manners, ask students how proper manners, good manners, are different than the Pirate manners, bad manners, they just demonstrated.
 - a. Proper table manners: chewing with our mouths closed, taking small bites, using napkins and utensils, saying “please” and “thank you” and “may I” and “excuse me,” not reaching across the table to get something we want, not talking with food in our mouths.
 - b. Write these good manners on the board, across from their “bad manner” counterpart, creating a table illustrating bad manners on one side, and the appropriate good manner on the other side.
5. Now, have students pantomime these good table manners, again either at their desks or seated together at a long table.
 - a. Guide students through this pantomime by asking them: Show me how well-behaved people sit down to eat a meal. Where do well-mannered people place their napkins? How do well-mannered eat with their utensils and wipe their mouths after taking a bite? How do well-mannered people chew politely, without their mouth gaping open? If I have a bowl of food that you want, how do well-mannered people ask for some?
 - b. You may continue this interaction by addressing each child individually with a different question, or together as a collective whole.
6. After going through these table manners, ask students to identify other bad Pirate manners they noticed in the story of *HOW I BECAME A PIRATE*, and describe the good manners we should display instead of these Pirate manners.
 - a. You may explore these other manners in the form of a discussion only, or pantomime the situations as were similarly done with the table manners.



MAPPING TREASURE

Social Studies Classroom Activity

Adapted from: <http://www.atozkidsstuff.com/pirates.html>

Materials:

Construction paper (neutral tones)

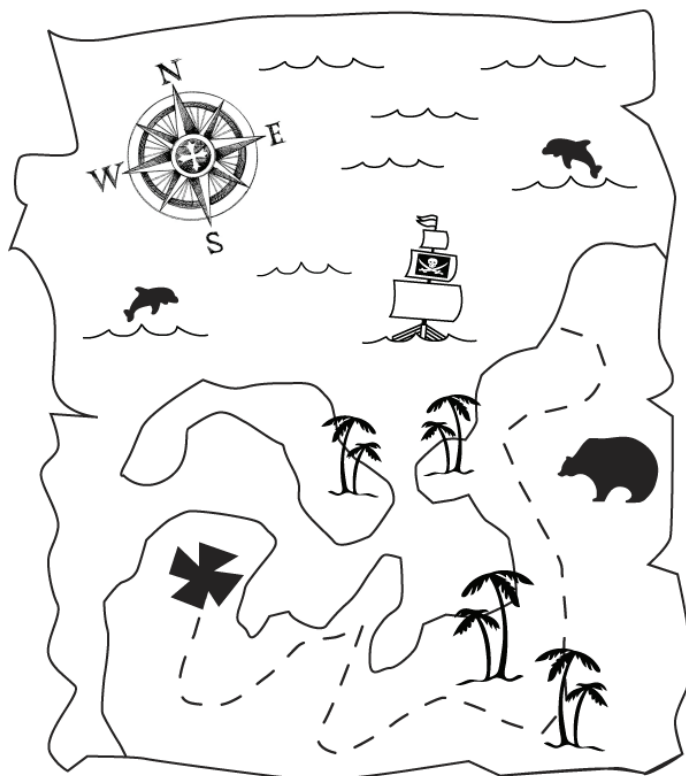
Markers, crayons, colored pencils

Tea bags (*optional*)

Maps (from text books, internet resources, hanging wall maps, etc.)

Activity:

1. After reading the story or seeing the production of *HOW I BECAME A PIRATE*, hold a discussion with students about what they imagine the best secret hiding place for a buried Pirate treasure.
 - a. Allow students to share their ideas, and write their locations on the board.
2. Share a number of maps with students—both simple maps and more elaborate maps. Discuss what maps show, and a number of the reasons people use maps.
 - a. Point out specific details of the maps: compass rose, map key.
3. Pass out construction paper. Tell students that they will use this paper to create a map of the location of their very own buried treasure. Show examples of how they may create a map of many different hiding locations (a room, an island, a special building, a backyard, etc.).
4. Once students have created the outline of the map location, they must fill it in with details of the space by creating special symbols depicting objects within the location where the buried treasure lies (mountains, rivers, buildings, shark fins, birds, books, other location objects, etc.).
 - a. These symbols will all be entered in the map's KEY, which should be located somewhere in the lower left hand corner of the map.
 - b. Don't forget to draw a big X to mark where the treasure is.
5. Also, remind students to draw in the compass rose somewhere in the lower right hand corner of the map.
6. Once students complete their maps, you may take a moist tea bag and gently rub it over the paper. This will give the map a bit of discoloration, making it appear old and worn. Allow the maps to fully dry before handling them.
7. Have students get into small groups and share their maps with one another.
 - a. Students should share: what their map location represents, where this special place is located, and why they chose the specific place they did to set their buried treasure.
8. Place the buried treasure maps around the classroom.

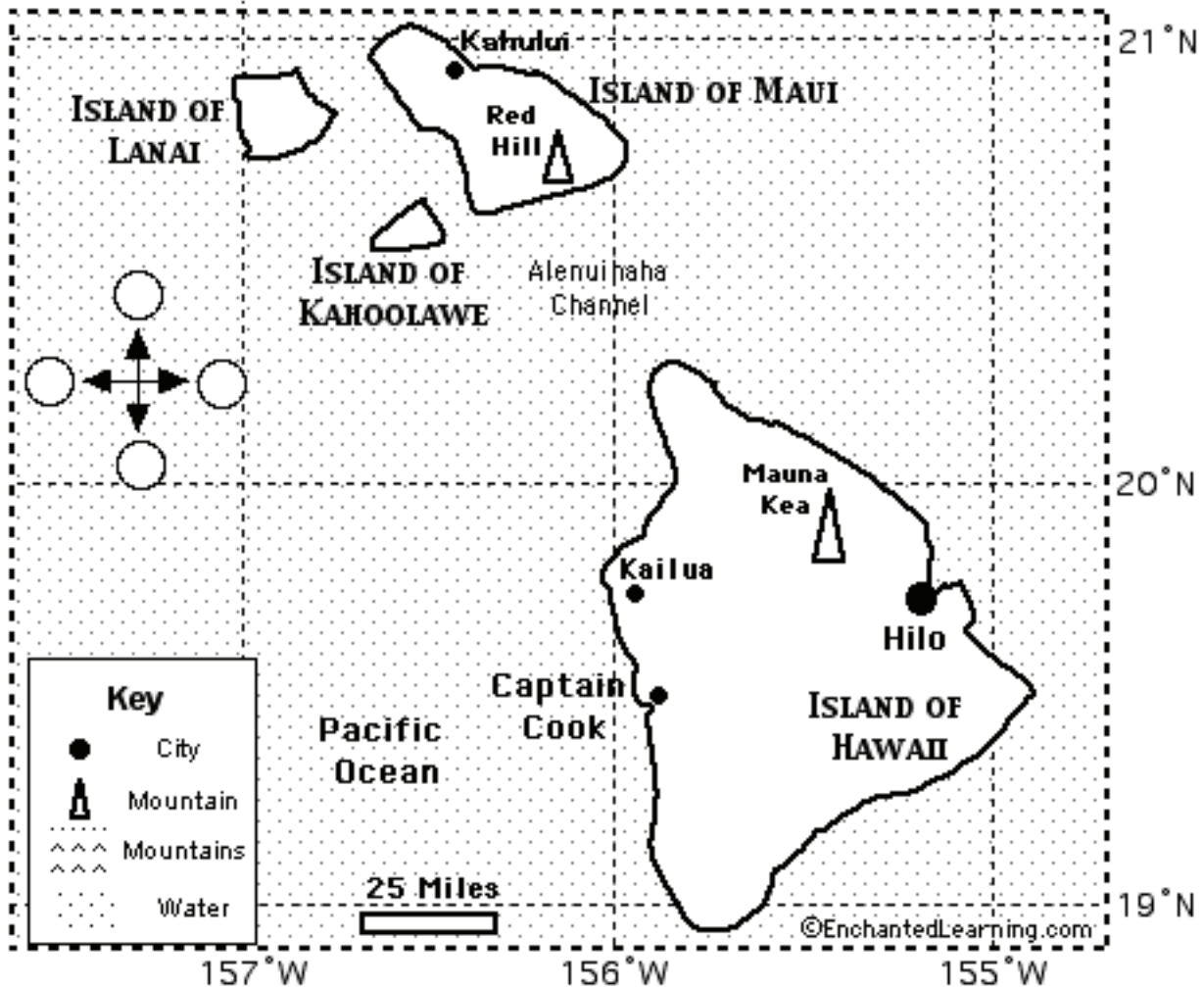


CAPTAIN SAYS...

Geography/Math Student Worksheet

Taken Directly from: Enchanted Learning <http://members.EnchantedLearning.com/geography/followinstructions/piratemap/index.shtml>

Directions: Follow the instructions below to complete the pirate treasure map!



1. Fill in N, S, E, and W on the compass rose.
2. Color the water light blue.
3. Color the land light green.
4. Color the map key yellow.
5. The pirate landed near Red Hill on Maui; color Red Hill purple.
6. He sailed southeast until he hit land. Mark this path in black.
7. The pirate then sailed to 20°N, 155°W. Mark this path in brown.
8. He sailed to Hilo and walked 25 miles west. Mark this path in red.
9. The pirate then walked 25 miles south. Mark this path in orange.
10. He buried the treasure on this spot—mark a black X where the treasure is!

WHERE DO I GO? MAKING A CUP COMPASS

Science Classroom Activity

Taken directly from: <http://www.atozkidsstuff.com/pirates.html>, <http://www.madsci.org/experiments/archive/860218908.Es.html>, http://oceanservice.noaa.gov/education/for_fun/MakeyourownCompass.pdf

Begin your exploration of compasses by reading the following poem to your students:



COMPASS GUIDE POEM

How do we know
Which way to go?
Look at the magnet
and it will show.

North, south, east or west,
For finding directions it is the best.

How does it work?
It's as simple as can be.
The planet's biggest magnet is itself, you see.

The biggest, and strongest magnet of all.
Compared to it, all others are quite small.

Because of its size, it's pull is so strong
that all other magnets are pulled along.
Try as they might, for all that they're worth,
Magnets can't help but point toward north.

So the next time you're lost
without a clue,
Let a magnet find your way
to rescue you.

Materials:

Sewing needle (about 1" long) **Safety note: needles are sharp—treat appropriately.**

Small bar magnet (refrigerator magnets may work if you don't have a bar magnet)

A small piece of cork (bottle corks work best)

A small glass or cup of water to float the cork and needle.

Directions:

1. Your compass will work better if you first run the bar magnet over the needle a few times, always in the same direction.
 - a. This action "magnetizes" it to some extent.
2. Cut off a small circle from one end of the cork, about $\frac{1}{4}$ inch thick.
3. Drive the needle through the cork, from one end of the circle to the other, instead of through the exact middle—be careful not to stick yourself!
4. Fill the cup with one inch of water.
5. Float the cork + needle in your cup of water so the floating needle lies roughly parallel to the surface of the water.
6. Place your 'compass' on a still surface and watch what happens. The needle should come to point towards the nearest magnetic pole—north or south as the case may be (it should point north for those living in Wisconsin).

What's happening?

Magnetic fields are areas that contain a force created by moving electrical charges. Earth produces a magnetic field. This field is very weak, but it is sufficient to align magnetized objects—such as your needle—that are free to rotate. By floating the needle on the cork, you allow it to rotate freely so the needle becomes lined up with Earth's magnetic field, and points toward the north or south pole of the planet.



GREEN TEETH? HOW DOES THAT HAPPEN?

Health/Science Classroom Activity

Taken from: <http://www.atozteacherstuff.com/pages/446.shtml>, <http://www.pre-schooleducation.com/sdental.shtml>

Materials:

One hardboiled egg for each child or one egg for each three students
Tooth brushes for each child or several to share (get these at a dollar store)
Toothpaste
A cup for each child or a cup for each egg
A dark soda

Activity:

1. Begin by talking with students about what things are good for your teeth and what things are bad.
 - a. Create a table on the board, listing the good things for teeth on one side of the table, and the bad things for teeth on the other side.
2. Ask students what they think will happen to their teeth if they do not brush them. How can they keep their teeth in good shape?
3. Present each student, or each group of three, a hardboiled egg. Remind students to be gentle with their egg.
 - a. Explain to students that the egg represents their teeth right now (nice and white).
4. Next, give each student, or student group, a plastic cup filled up halfway with a dark colored soda.
 - a. Tell them the soda resembles the bad things for their teeth.
5. Have each child drop their "tooth" into the dark soda. Ask them what they think will happen to the egg overnight.
6. The next morning look at the eggs. What happened? Why?
7. Have each student, or student group, take a tooth brush and put toothpaste on it. Tell them to gently brush their tooth (the egg).
8. Afterwards, discuss with students what happens when they use good brushing skills (the egg becomes white again).

This is a great springboard for all kinds of dental hygiene discussions and lessons.

ARE YOUR TEETH CLEAN AND WHITE (sung to "Do Your Ears Hang Low")

Are your teeth clean and white?
Do you brush them every night?
Do you brush them in the morning?
Do you brush them right?
Do you brush them side to side?
Are your teeth clean and white?

Do you floss them good
To remove the bits of food?
Do you floss them every day?
Like you know you should?
Do you take good care of
The teeth that are there?
Do you floss them good?



I'VE BEEN BRUSHING (sung to "I've Been Working on the Railroad")

I've been brushing with my toothbrush,
Brushing everyday.
I've been Brushing with my toothbrush,
It's how I fight decay.
All my teeth are gonna sparkle,
How proud I will be.
Every time I want to smile, my
Teeth will shine for me!
Always brush your teeth,
Every single day.
Keep those cavities away!
Use your brush and paste,
Just the way you should,
Keep your smile a looking good!

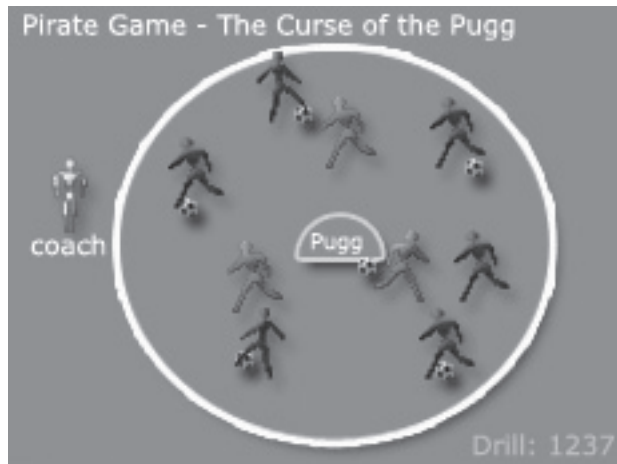
PLAYING SOCCER BY THE RULES

Physical Education/Health Classroom Activities

Taken directly from: <http://www.soccerexpert.com/soccerdrills/ID1237.aspx>, <http://www.lessonplanspage.com/PESoccerBallControlActivity24.htm>

The Pirate Game - Curse of the Pugg Net

This drill is a good drill that can be used to focus on many aspects of the game. For younger players, the primary focus should be on good dribbling technique in traffic which requires vision and awareness. The coach can also focus on transition from offense to defense if the ball is lost, or recovering from a tackle and finding safety. Defensively, this allows defenders to steal the ball from attackers and play to a particular goal or target.



Setup:

Build a circle approximately the size of the center circle on the soccer field with a Pugg net (or other small net) in the middle of the circle. The actual size of the circle will vary depending on the age and skill level of the players. With all players in the playing area, dedicate nine players with the ball, and three players without a ball will be the "Pirates."

Instructions:

Instruct the "Pirates" without the ball to defend the players with the balls. Once the Pirate wins the ball, they attempt to score on the Pugg net in the middle of the circle. If the Pirate scores the goal, that player too becomes a Pirate. Play continues until the last player with the ball wins. If the pirates have a hard time getting started, the coach can help the Pirates at first.

Soccer Lead-Up Activity

- Students are able to move competently using a variety of fundamental and specialized motor skills
- Students are able to apply movement concepts and basic mechanics of skill performance when learning and refining motor skills.
- Students exhibit responsible and self-directed behaviors that lead to positive social interactions in physical activity.

Equipment: Two soccer balls

Instructions:

Students form two large circles. The object of this game is to work on kicking and controlling of the ball. One student from each circle is selected to go into the center of the circle. The rest of the team then begins passing the soccer ball, trying to make it so the student in the center does not ever touch the ball. If they do, then they get a point. The teacher blows the whistle about every 45 seconds and a new person goes into the center. The team with the least amount of points, wins. Once everyone in each circle has gotten a turn, two balls are added in. And the game is repeated.

STRANGER DANGER

Health Classroom Information

Taken from: <http://www.safechild.org/strangers.htm>, <http://www.fbi.gov/kids/k5th/safety4.htm>, http://www.got2bsafe.com/media/downloads/eachers_Activities.pdf



stranger is anyone you don't know. You can't tell the good guys from the bad guys by how they look. You are responsible for keeping yourself safe when you're by yourself. Here are some good rules to follow to protect yourself:

Stay away from strangers.

- Who is a stranger? If you've seen someone hanging around your playground at school or in your neighborhood, this does not mean that you know him or her. Although he has a familiar face, he is still a stranger to you!

Grownups should NOT ask kids to do things that other adults can do for them.

- This means that you should not go, or get in a car, with an adult who, for example, asks you for directions. Grownups should not ask you to help them find a lost puppy or kitten, either. If someone does ask for your help, say, "Wait here and I'll check with my mom." Then go get your mom.

If you lose your parents in a public place like a store or a park do not go looking for them.

- Immediately ask someone who works there to help you find them. Tell them you have been separated from your parents and you need help finding them.

Always ask your parents or a grownup in charge before:

- going anywhere with anybody
- leaving the yard, play area, or going into someone's home
- getting a ride home with someone other than your bus driver or your usual ride
- getting into a car or going somewhere with somebody even if it's someone you know

Once you have permission from your parents:

- Tell them where you are going
- Tell them how you will get there
- Tell them who will be going with you
- Tell them when you will be back
- And get back on time or call to let them know when you will be back!

If someone follows you on foot or in a car, STAY AWAY. You do NOT need to go near the car to talk to the people inside.



STRANGER DANGER

Health Classroom Activity

Taken from: <http://www.safechild.org/strangers.htm>, <http://www.fbi.gov/kids/k5th/safety4.htm>, http://www.got2bsafe.com/media/downloads/eachers_Activities.pdf

Activity:

1. After reading the book or seeing the production of HOW I BECAME A PIRATE, review Stranger Safety with students. Begin the discussion with the following prompts:
 - a. The story of Jeremy Jacob and the Pirates is pretend. However, if this story were true, would it be a good idea for Jeremy Jacob to go off with a group of pirates without his Mom and Dad's permission?
 - b. Share the included information about Stranger Safety with students. Have students share additional Stranger Safety tips with the class.
2. Write the first Stranger Situation prompt on the board (or cut out and distribute to students), along with the multiple-choice answers. Read the prompt aloud and have the students choose the best Stranger Safety answer for the situation presented.
 - a. Allow students to voice which answer they believe is the best choice and why. Discuss the different choices, and help guide students to the realization of the best Stranger Safety choice.
3. Once the Situation has been fully explored, and students have come to the correct answer, reread the situation and have students role-play the situation in the front of the class.
4. Continue this process with all three Stranger Situation prompts.

Stranger Situation Prompts

You are walking in your neighborhood, and someone you don't know asks you to help them look for their lost puppy.

- a) It might be a trick if an adult asks for your help. Walk away quickly and go home or into the home of a trusted adult.
- b) You should feel sorry for the person and help him or her look for the lost puppy.
- c) The person might be someone your parents or guardians know. You ask the person if he or she knows your parents or guardians and give the person their names.

You are at an amusement park or large mall with your family. It is very crowded, and you get separated from them.

- a) You ask any adult to help you find your family.
- b) You are approached by someone who offers to help you, and you say "thank you" and follow him or her.
- c) Go up to the nearest person who works in a store, or at the amusement park, and ask him or her to help you find your family. Never go off alone with anyone.

You really want something at the store, which is a short walk away. You are home alone so you decide:

- a) It will be just fine if you run there and run back.
- b) You leave a note telling your family you've gone to the store.
- c) It is not good to go alone to the store, so check first and never go alone.



A CHILDREN'S PIRATE SHANTY

Music Classroom Activity

Taken Directly from: <http://www.talklikeapirate.com/juniorporates.html>



ave students learn the chorus and sing along! Students may also tap out the rhythm on their laps, or with hand percussion instruments. Make sure students adopt a Pirate accent while singing along with the chorus.

(can be sung to the tune of Monty Python's
"I'm a Lumberjack and I'm OK" - or make up your own!)

Chorus

I'm a pirate! That I be!
I sail me ship upon the sea!
I stay up late - till half past three!
And that's a peg below me knee!

Yo Ho, my friends I have a tale
of treasure, plunder, sea and sail
my story's bigger than a whale
it gets so deep, ye'll have to bail.

Chorus

I'm a pirate! That I be!
I sail me ship upon the sea!
I stay up late - till half past three!
And that's a peg below me knee!

I like to fish, I like to fight
I like to stay up half the night
When I say "starboard" ye go right!
Me ma, she says, "Ye look a fright!"

Chorus

I'm a pirate! That I be!
I sail me ship upon the sea!
I stay up late - till half past three!
And that's a peg below me knee!

I've got no hand but that's me hook!
I pillage stuff but I'm no crook.
Me booty's in this chest I took.
They'll write about me in a book!

Chorus

I'm a pirate! That I be!
I sail me ship upon the sea!
I stay up late - till half past three!
And that's a peg below me knee!

And that's all there is to this song.
I hope it hasn't been too long.
A pirate's life might just be wrong
So grow up nice and big and strong!

Chorus

I'm a pirate! That I be!
I sail me ship upon the sea!
I stay up late - till half past three!
And that's a peg below me knee!



(By Mark "Cap'n Slappy" Summers)



PIRATE ATTIRE! CREATE YOUR OWN PIRATE HAT

Art Classroom Activity

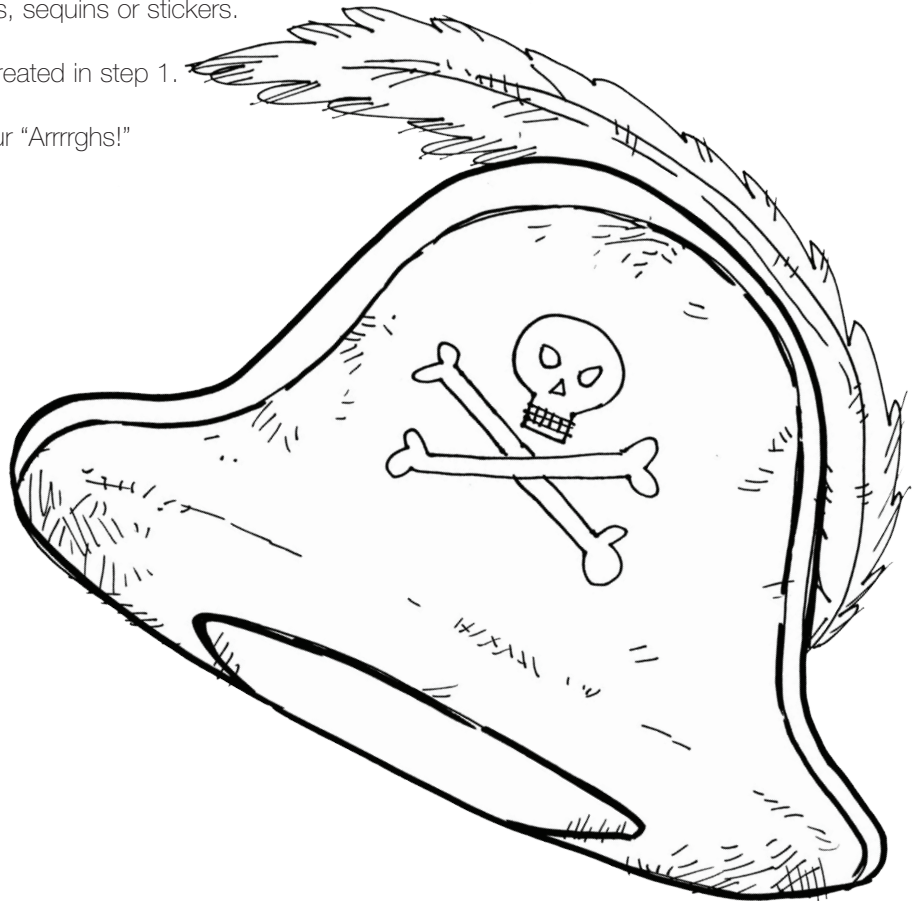
Taken Directly From: http://www.kidscraftweekly.com/printables/pirate_hat.pdf

Materials:

Long strip of sturdy construction paper (any color)
Piece of black construction paper
White craft foam or construction paper
Scissors
Glue
Stapler
Feathers (optional)
Sequins or stickers (optional)

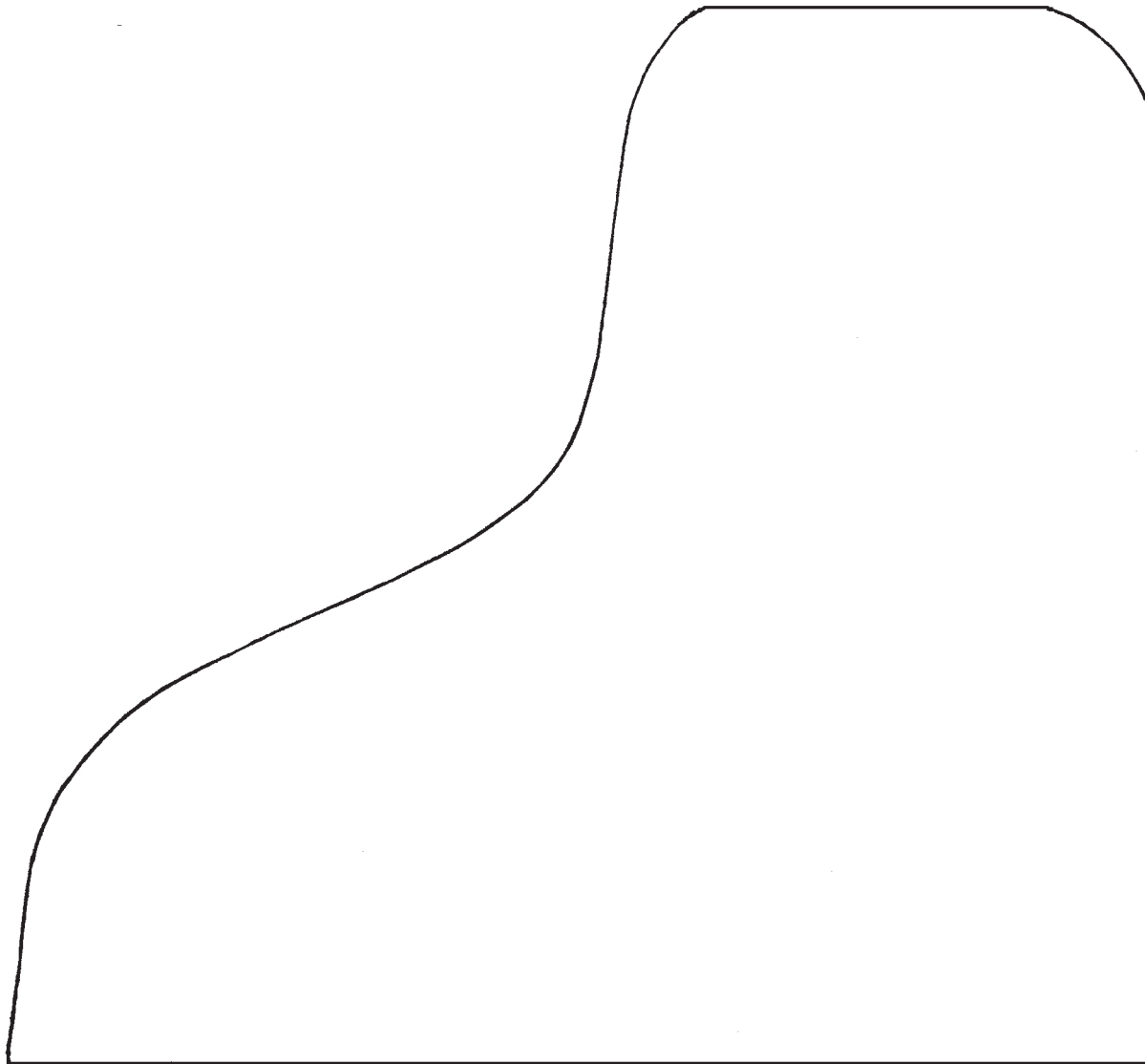
Activity:

1. Cut out a long, thin strip of construction paper. Measure it to the circumference of each students' head and staple it together.
2. Cut out the pirate hat templates (located on the following page of the Enrichment Guide).
3. Take the sheet of black construction paper and fold it in half. Then, trace the pirate hat template onto the paper and cut it out (making sure NOT to cut on the folded edge!).
4. Take the Jolly Roger template and trace it onto the white craft foam (or construction paper) and cut it out.
5. Glue the Jolly Roger onto the front of the pirate hat.
6. Decorate the rest of the pirate hat with feathers, sequins or stickers.
7. Finally, staple the black hat to the headband created in step 1.
8. Wear your pirate had proudly, and practice your "Arrrrghs!"

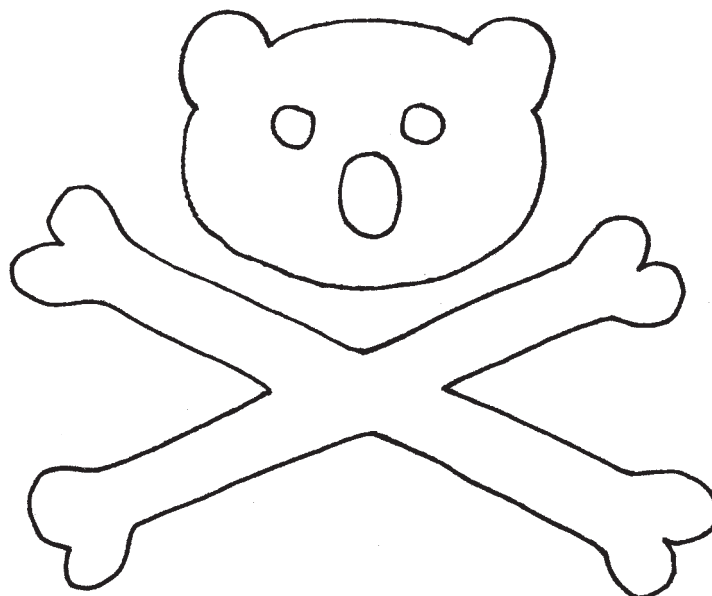


PIRATE ATTIRE! CREATE YOUR OWN PIRATE HAT

Art Classroom Activity



(folded edge)



WHO SAID IT?

1. Pirates—on with your sun block! Arrgh—Pirates never wear sun block!
2. And over there is Sharktooth, himself, the most feared pirate in all the seven seas—next to me, of course!
3. But most importantly, can you keep a secret, Jeremy Jacob, and swear in the secret Pirate spit handshake that you will never ever reveal the location or whereabouts of said treasure once it is buried and hidden from the sight of all other pirates?
4. You sleep under the poop deck?
5. Pirate Manners: the Pirates' socially correct way of acting; proper etiquette. Prevailing customs—social conduct—and norms of the pirate society or group...
6. And when yer' hungry you just say—hand over the meat!
7. Ya know, Jeremy boy, nobody ever tells us pirates to go to bed—or take a bath! And we never change into pajamas unless we want to! We pirates don't do anything we don't want to...
8. Turtles? They make toothpaste out of turtles?
9. So I wear the patch to keep it clean. But I just wish people would stop starin' at it? It makes me a little insecure..
10. Actually Captain, according to Doppler Radar, we were in the midst of a force three gale, the ship careened at a 45 degree angle – the mast was severed in two and came crashing on top of the deck and I believe someone said, "We have to turn back."
11. Arrrgh! This is tougher than I expected. I'm betwixt—I'm befuddled—I'm beguiled and bemused—I'm bemused—I'm bewitched, bothered, and bewildered...
12. Well, my fine young Bucko, you are indeed a true Pirate—and you've picked the perfect digging spot! I knew a digger like you would be just what we needed!
13. And miss out on all the fun!? No way! Besides—according to the Pirate Code, section 9, article 3-B, "a wise Pirate always draws a map—so that he can remember at all times where the treasure is buried."
14. Jeremy Jacob, tell your friends to go home, its time for soccer practice.

POST-SHOW QUESTIONS

1. The Pirates teach Jeremy how to speak like a Pirate. What Pirate phrases do you remember from the production? Can you remember how to say "hello" to a friend in Pirate Speak? Try to hold a conversation with a family member or friend in Pirate Speak.
2. Captain Braid Beard and his crew form a family, and each member of this Pirate family has a special quality or skill. Who makes up your family, and what is special about each of these family members?
3. If you were asked to help a band of Pirates bury a chest filled with treasure, where would you bury it? What about this place would make it the perfect location to bury a secret treasure?
4. If you were asked to join the crew of a Pirate ship, what would you like best about being a Pirate? What would you dislike the most about being a Pirate?






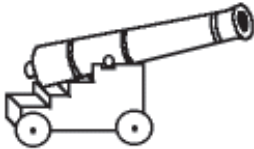


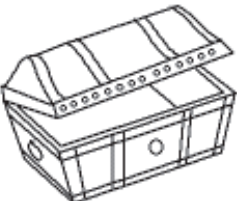



PERFECT PIRATE SPELLING

Language Arts Student Worksheet ANSWER KEY

Taken directly from: Enchanted Learning <http://members.EnchantedLearning.com/alphabet/mcwords/pirate/>

Directions: Circle the correct spelling of each word.

	<p>ship</p> <p>shep</p> <p>chip</p>		<p>mape</p> <p>mapp</p> <p>map</p>
	<p>pirate</p> <p>pirette</p> <p>pirete</p>		<p>flagg</p> <p>flag</p> <p>flagge</p>
	<p>parrot</p> <p>parret</p> <p>paret</p>		<p>canon</p> <p>cannon</p> <p>cannan</p>
	<p>island</p> <p>iland</p> <p>eyland</p>		<p>sord</p> <p>soard</p> <p>sword</p>
	<p>chest</p> <p>chist</p> <p>chast</p>		<p>coins</p> <p>coyns</p> <p>koins</p>

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ARRRGH! SPEAK LIKE A PIRATE

Language Arts Student Worksheet ANSWER KEY

Taken Directly from: <http://www.talklikeapirate.com/curriculum.pdf>, <http://www.jollyrogercayman.com/web%20pages/kids%20corner.htm>

PIRATE DICTIONARY	
Aarr! : Pirate exclamation. Done with a growl and used to emphasize the pirate's current feelings.	Foul : Turned bad or done badly, as in 'Foul Weather' or 'Foul Dealings'
Ahoy : Hello	Grog : A drink that pirates enjoyed
Avast : Stop and pay attention	Grub : Food
Barnacle : A small shellfish that attaches itself to underside of the ship	"Land ho!" : "I see land"
Beauty : A lovely woman	Landlubber : Land lover. Someone who doesn't want to go to sea or has never gone to sea.
Booty : Treasure	Matey : Friend or comrade
Cargo : The goods carried by a ship	Plunder : Treasure taken from others
Cutlass : Popular sword among pirates	Port : A sailor's word for "left"
Davy Jones' Locker : The bottom of the sea. The final resting place for many pirates and their ships. As far as anyone knows, there was no real person named Davy Jones. It's just the spirit of the ocean, firmly a part of pirate mythology since at least the middle of the 18th century.	Rigging : Ropes that hold the sails in place
Disembark : To leave the ship	Sea legs : As soon as sailors were able to walk easily across the rolling deck and not get seasick, they had their "sea legs"
"Down the hatch" : To eat something...quickly and without proper table manners	Schooner : a ship with triangular sails and two or more masts
Embark : To enter the ship in order to go on a journey	"Shiver me timbers!" : An expression of surprise
	Sloop : A sailboat with a single mast and two sails.
	Starboard : A sailor's word for "right"
	"Swab the deck!" : Mop the ship's deck
	Weigh anchor : Prepare to leave
	"Yo ho ho!" : An expression used by jolly pirates

Now that you've mastered the official Pirate Dictionary, translate the following English sentences into Pirate Speak. (You can work individually, with a partner, or with your whole class!)

1. Hello, friend.

Ahoy, matey!

2. Oh wow! Look at that treasure!

Shiver me timbers! Look at that booty!

3. My food is going to be eaten quickly.

Me food is going down the hatch!

4. Are your friends land lovers?

Are your mateys land lubbers?

5. You must pay attention, or you could end up on the bottom of the ocean.

Avast, or you could end up in Davey Jones' Locker!

6. Awwwww! I don't like mopping the ship's deck!

Aarr! I don't like to swab the deck!



WHO SAID IT? ANSWERS

1. Pirates—on with your sun block! Arrgh—Pirates never wear sun block! **(Jeremy Jacob)**
2. And over there is Sharktooth, himself, the most feared pirate in all the seven seas—next to me, of course! **(Braid Beard)**
3. But most importantly, can you keep a secret, Jeremy Jacob, and swear in the secret Pirate spit handshake that you will never ever reveal the location or whereabouts of said treasure once it is buried and hidden from the sight of all other pirates? **(Braid Beard)**
4. You sleep under the poop deck? **(Jeremy Jacob)**
5. Pirate Manners: the Pirates' socially correct way of acting; proper etiquette. Prevailing customs—social conduct—and norms of the pirate society or group... **(Swill)**
6. And when yer' hungry you just say—hand over the meat! **(Braid Beard)**
7. Ya know, Jeremy boy, nobody ever tells us pirates to go to bed—or take a bath! And we never change into pajamas unless we want to! We pirates don't do anything we don't want to... **(Braid Beard)**
8. Turtles? They make toothpaste out of turtles? **(Max)**
9. I wear the patch to keep it clean. But I just wish people would stop starin' at it? It makes me a little insecure.. **(Sharktooth)**
10. Actually Captain, according to Doppler Radar, we were in the midst of a force three gale, the ship careened at a 45 degree angle – the mast was severed in two and came crashing on top of the deck and I believe someone said, "We have to turn back." **(Swill)**
11. Arrrgh! This is tougher than I expected. I'm betwixt—I'm befuddled—I'm beguiled and bemused—I'm bemused—I'm bewitched, bothered, and bewildered... **(Braid Beard)**
12. Well, my fine young Bucko, you are indeed a true Pirate—and you've picked the perfect digging spot! I knew a digger like you would be just what we needed! **(Braid Beard)**
13. And miss out on all the fun!? No way! Besides—according to the Pirate Code, section 9, article 3-B, "a wise Pirate always draws a map—so that he can remember at all times where the treasure is buried."
(Jeremy Jacob)
14. Jeremy Jacob, tell your friends to go home, its time for soccer practice. **(Mom)**

